

WEEKS: 1- 6

MATH PLANNING

Unit Number and Title:

Grade Level: 3rd Grade

KCAS Addressed: 3.OA.8, 3.NBT.1, 3.NBT.2, 3.MD.1, 3.MD.3, 3.G.1

Tools: analog clocks, digital clocks, number lines, calculators

Vocabulary: reasonableness, operations, estimation, addition, subtraction, sum, difference, strategies, patterns, place value, properties, round, addend, mental computation, time, time interval, minute, hour, elapsed time, number line, scale, scaled picture graph, scaled bar graph, line plot, data, length, inch, centimeter, horizontal (scale)







[Link to Third Grade Learning Target Sheet](#)

[Link to Third Grade Self-Assessment Sheet](#)

KCAS	Learning Targets	Resources /Lessons	Formative Assessments
3.OA.8 ★	<p>(1) I can solve two-step word problems using addition and subtraction.</p> <p>(2) I can use equations with a letter representing the unknown quantity.</p> <p>(3) I can check my answers to word problems using mental math and estimation to see if it is reasonable.</p>	<p><u>Unit Eight</u> 1.1 – 1.5</p> <p><u>Night Noises</u> <u>By: Mem Fox</u></p>	<p>(1) Problem Sort</p> <p>(1) Journal Prompt</p> <p>(1) Math Journal Reflection Tool</p> <p>(3) Justified True and False</p> <p>(3) Journal Prompt</p> <p>(1) S2.1 SAB p.24</p> <p>(1) Addition Story Problems</p> <p>(2) S1.4 SAB p. 10-11</p> <p>*See Teaching Notes</p> <p>(3) New Shoes</p>
3.NBT.1 ★ ▶	I can use what I know about place value to round a whole number to the nearest 10 or 100.	<p><u>Round to Nearest 10</u></p> <p><u>Round to Nearest 100</u></p> <p><u>Rounding</u></p>	<p><u>Unit Three</u> S1.3 Ongoing Assessment p.44</p> <p>Journal Prompt</p> <p>Journal Reflection Tool</p>
3.NBT.2 ★	I can fluently add and subtract within 1000 using my strategies.	<p><u>Unit Eight</u> 2.1 – 2.5, 3.1 – 3.9</p> <p><u>Frayer Model</u></p>	<p>Addition and Subtraction Quizzes (U1, 2.5 M44)</p> <p>Add Using Multiple Strategies</p>

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		Subtraction Frayer Model Addition Number Mat C Number Mat D	Subtract Using Multiple Strategies U 3, S2.2 Ongoing Assessment Justified True and False Doubling to 1000 S2.7 Addition: Showing What I Know Subtraction: Showing What I Know S3.6 Showing My Strategies <u>Coach Crosswalk:</u> p.43, # 1,3,6 p.44, # 8
3.MD.1  	I can tell and write time to the nearest minute. I can measure time intervals in minutes.	Ten Minute Math: What Time Is It?	
3.MD.3  	(1) I can draw a bar graph to represent data using a scale. (2) I can draw a picture graph to represent data using a scale. (3) I can analyze a bar graph to solve one- and two-step problems asking “how many more/less?”	Unit Two 1.1 – 1.8 2.1 – 2.2, 2.3A (omit 2.3) (1) Button Bar Graph (1) & (2) Collecting and Representing Data (2) Button Pictograph (2) Pictograph Smart Lesson	(1) S1.7 Ongoing Assessment p. 72 (1) Bar Graph (2) Cookie Sales (2) Pictograph (3) S1.4 Ongoing Assessment p. 53 (3) Jake’s Survey
3.G.1  	(1) I can identify shared attributes of shapes that are in different categories. (2) I can group shapes with shared attributes to define a larger category. (3) I can identify rhombuses, rectangles, and squares as quadrilaterals and draw examples of quadrilaterals that do not fit these categories.	Unit 4 3.3 – 3.4	(1/2) Comparing Quadrilaterals (3) Working with Quadrilaterals 6th Unit of Study Summative Assessment <u>Coach Crosswalk:</u> p.242, #1-3, 5 p.243, #6 p.249, #1-7, CR) #8 p.256, #1-7

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			p.264, #2-3 p.265, #2 p.276, #12 p.278, #19 p.283, #36
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Assessments: *Identify the assessments given throughout the unit. Circle (F) for Formative assessments and (S) for summative assessments.*

Assessment Title: O	Standard(s) Addressed:	Date Given:
Assessment Title: F S	Standard(s) Addressed:	Date Given:
Assessment Title: F S	Standard(s) Addressed:	Date Given:
Assessment Title: F S	Standard(s) Addressed:	Date Given:
Assessment Title: F S	Standard(s) Addressed:	Date Given:
Assessment Title: F S	Standard(s) Addressed:	Date Given:
Assessment Title: F S	Standard(s) Addressed:	Date Given:

Interventions			
Concept	Activities from AAS Intervention Binder	MI2 Differentiation Guides	Extension Projects
Fluently adding and subtracting. Understanding what operation to choose when solving a story problem.	Bucket Addition and Subtraction Balance Scale Add or Subtract Bar Model	Unit 1 Addition/Subtraction Activities	Create new rules for Close to 100 and Capture 5. Create a storybook that includes multiple opportunities for a reader to solve addition and subtraction problems.

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	Number Mat A		
	Number Mat B		

Teacher Reflection	
What lessons do I need to revise?	
Are there any other resources I need for this unit?	
What were some concepts students struggled with?	
What are some concepts students excelled in?	

Teaching Suggestions:

- Gap Lessons: Gap Lessons have been provided to strengthen the alignment to the standard. Gap Lessons will be provided in the Resources/Lessons column.
- **Teaching Notes have been added to identify specific modifications to increase the standard alignment strength.**
 - ✓ **KCAS Note: 3.MD.3** - When using *Investigations* Unit 2, provide additional opportunities for students to draw scaled picture and bar graphs. Session 2.3A is a new session to be added.
 - ✓ **KCAS Note: 3.OA.8** - *Investigations* Unit 3 up to session 2.3 involves using addition to solve word problems. Subtraction story problems are introduced later in the investigation, which will be in the next Unit of Study. Students will encounter multiplication and division word problems in *Investigations* Unit 5.
 - ✓ **KCAS Note: 3.OA.8** - During whole group discussion and Number Talks, ask students to share aloud their computation and estimation strategies used when solving word problems.
 - ✓ **KCAS Note: 3.NBT.1** - Session 1.7A is a new session to be added.
 - ✓ **KCAS Note: 3.NBT.1**- When using *Investigations* Classroom Routine *More or Less?*, include rounding to 10 and 100.

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- ✓ **KCAS Note: 3.NBT.2** - Unit 3 assesses adding and subtracting within 500, but in Unit 8 students will encounter problems using numbers up to 1000. Teachers should continue to intentionally model using algorithms during instruction.
- ✓ **Strategies in the 1st Unit of Study:**
 - Counting on
 - Making ten
 - Decomposing a number leading to a 10
 - Using the relationship between addition and subtraction
 - Creating equivalent but easier or known sums
 - Properties of operations
 - Using and understanding place value